Employee Post-Travel Disclosure of Travel Expenses

* Date/Time Stamp:

SECRETARY OF THE SENATE PUBLIC RECORDS

2029 MAR -9 PM 3: 43

Post-Travel Filing Instructions: Complete this form within 30 days of returning from travel. Submit all forms to the Office of Public Records in 232 Hart Building.

In compliance with Rule 35.2(a) and (c), I make the following disclosures with respect to travel expenses that have been or will be reimbursed/paid for me. I also certify that I have attached: ☑ The <u>original</u> Employee Pre-Travel Authorization (Form RE-1), <u>AND</u> ☑ A copy of the Private Sponsor Travel Certification Form with all attachments (itinerary, invited list, etc.) Private Sponsor(s) (list all): The Aspen Institute, Inc. (Education & Society Program, "E&S") Travel date(s): February 17-19, 2020 Name of accompanying family member (if any): ___ Relationship to Traveler:

Spouse ☐ Child IF THE COST OF LODGING DID NOT INCREASE DUE TO THE ACCOMPANYING SPOUSE OR DEPENDENT CHILD, ONLY INCLUDE LODGING COSTS IN EMPLOYEE EXPENSES. (Attach additional pages if necessary.) Expenses for Employee: Transportation | Lodging Expenses Meal Expenses Other Expenses (Amount & Description) Expenses ☑ Good Faith \$500 (round trip \$190 \$324 (two nights) \$400 (Conference room airfare and ground **Estimate** fees) transportation ☐ Actual Amount expenses) Expenses for Accompanying Spouse or Dependent Child (if applicable): Other Expenses **Lodging Expenses** Meal Expenses Transportation (Amount & Description) **Expenses** ☐ Good Faith Estimate ☐ Actual Amount Provide a description of all meetings and events attended. See Senate Rule 35.2(c)(6). (Attach additional pages if necessary.): We met for several round-table style discussions and meals with policymakers at the school, district, city, and state levels. We also traveled to three Denver public schools for tours and discussions with teachers, students, parents, and administrators. Mary Catherine Cook 03/09/20 (Printed name of traveler) (Date) TO BE COMPLETED BY SUPERVISING MEMBER/OFFICER: I have made a determination that the expenses set out above in connections with travel described in the Employee Pre-Travel Authorization form, are necessary transportation, lodging, and related expenses as defined in Rule 35.

(Revised 1/3/11)

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(Signature of Supervising Senator/Officer)



Aspen Senior Congressional Education Staff Network Retreat

Implementing ESSA: School Leadership and School Improvement

Grand Hyatt Denver 1750 Welton St, Denver, CO Denver, CO, 80202 P: (303) 295-1234

Aspen Contact: Jenna Douglas 908-581-8890 (jenna.douglas@aspeninstitute.org)

Logistics Contact: Natalie Wolpert 508-797-2555 (aspeneducation@scottcircle.com)

February 17-19, 2020

AGENDA

Retreat Goals:

- Understand how Colorado, Denver Public Schools, and other districts are implementing the Every Student Succeeds Act (ESSA), with a focus on school improvement.
- Examine how federal, state, and local policies and contexts influence the work of principals and other school leaders, particularly in the context of school improvement.
 Interact with principals, teachers, students, and families at schools identified for improvement to learn how they are going about the work of improving their schools and the impact(s) school identification has on students, families, and communities.
- Engage in active learning and build working relationships with education leaders from the field, as well as with colleagues from different parties and chambers.

Monday, February 17, 2020

9:00 - 9:30 AM	Participants arrive at Denver International Airport
	All participants will travel from Washington Reagan International at 7:00 A.M. E.T. with Frontier Airlines on F9 535 and will arrive to Denver International at approximately 9:25 A.M.
10:00 – 11:00 AM	Transportation to Grand Hyatt Denver (downtown Denver)
	Transportation to Grand Hyatt Denver, 1750 Welton St, Denver, CO 80202 via chartered bus. Participants check-in to hotel.
	All meetings on Monday, February 17, will take place at Grand Hyatt Denver.
11:30 – 1:15 AM	Lunch: Welcome, Overview, and Discussion of Civil Rights & Community Contexts for School Improvement in Denver & Colorado



Lunch will be served starting at 11:30, with welcome, overview, and discussion of civil rights and community context of education in Denver and Colorado starting at noon.

Room: Grays Peak A

Jake Cousins, Deputy Executive Director, Padres Y Jóvenes Unidos
Van Schoales, President, A+ Colorado
Lisa Birdie, VP Policy and Research, A+ Colorado
Mark Sass, Colorado State Director, Teach Plus
Leslie Colwell, Vice President, Colorado Children's Campaign
Janiece Mackey, Co-Founder and Executive Director, Young Aspiring Americans for Social and Political Activism

Guiding Questions:

- What is the historical education context in Colorado, particularly in Denver? How
 has this affected the district's schools?
 What are the most pressing educational issues facing families and students in
 Denver and surrounding districts?
 What do you think of DPS's School Performance Framework? How much does
 state and federal accountability enter the conversation?
- How do community leaders view schools identified for improvement and the role of the principal? What role does school leadership play in the broader community?
- How should the state and Denver Public Schools support more effective schools and school leadership, as well as expand the reach of effective school leaders?
 What are the greatest challenges to supporting school-level leaders in Denver, including principals, other administrators, and teacher leaders?

1:30 – 2:45 PM Session I: School Improvement Leadership Nationally, in Colorado, and at DPS: Pipeline, Preparation, Professional Development, and Evaluation

Room: Mt. Evans

Susan Korach, Associate Professor, Morgridge College of Education | Educational Leadership and Policy Studies, University of Denver Matt Clifford, Principal Researcher, American Institutes for Research Landon Mascareñaz, Vice President of Community Partnerships, Colorado Education Initiative

Guiding Questions

- What does the research say about the role of school leaders in effective schools, student achievement, and turning around low-performing schools?
 What other promising or innovative school leadership strategies are being implemented in other states and districts?
 How does University of Denver support DPS' efforts around school leadership? How has that changed over time?
- How does state and/or federal funding or policies support DPS' efforts around school leadership?



How can DPS scale the work of effective principals across schools in improvement?
 Across all district schools?

2:45 - 3:00 PM

Break

3:00 - 4:15 PM

Session II: Accountability. School Improvement. and School Leadership in Rural and Suburban Districts

Room: Mt. Evans

Jason Glass, Superintendent, Jefferson County School District, Colorado

Lamont Browne, Adams County School District 14/MGT, Colorado

George Welsh, Superintendent, Cañon City Schools, Colorado

Landon Mascareñaz, Vice President of Community Partnerships, Colorado Education
Initiative

Guiding Questions:

 How do rural and suburban districts, its schools and leaders, and the communities they serve understand and interpret the three accountability systems (federal, state, and district)?

How did the identification of schools under ESSA for CSI, ATS, or TSI schools compare to expectations?

- What are the most promising school improvement strategies for CSI, ATS, and TSI schools and how important is school leadership in school improvement? How is this different in rural, suburban, and urban contexts?
- Is ESSA's funding and policies supporting district goals and strategies, particularly around school improvement? Is the district braiding local, state, and federal funds? Addressing any resource inequities?
- How does the district recruit, develop, support, and evaluate principals? Do districts leverage any university or community partners? How do rural districts recruit – and/or develop – highly effective school leaders?

4:15 - 4:45 PM

Taking stock: Staff reflections and feedback to guide remaining discussions

Congressional Staff Members and Aspen Education faculty will convene to debrief the day.

5:30 - 7:30 PM

Networking Reception and Dinner with faculty, local education leaders

Allie Kimmel, Senior Policy Advisor, Office of Governor Jared Polis Rebecca Holmes, President and CEO, Colorado Education Initiative Landon Mascareñaz, Vice President of Community Partnerships, Colorado Education Initiative

Location: Grand Hyatt Restaurant

Room: Grays Peak

Tuesday, February 18, 2020

7:00 - 8:00 AM

Breakfast at Grand Hyatt Denver



Room: Grays Peak A

8:00 - 9:15 AM

Session III: State Implementation of ESSA: Accountability and School Leaders

Room: Mt. Evans

Alyssa Pearson, Deputy Commissioner, Colorado Department of Education Melissa Colsman, Associate Commissioner, Student Learning, Colorado Department of Education

Pat Chapman, Executive Director, Federal Programs Unit, Colorado Department of Education

Nazanin Mohajeri-Nelson, Ph.D., ESEA Office Director, Federal Programs Unit, Colorado Department of Education

Lisa Medler, Executive Director, Accountability and Continuous Improvement, Colorado Department of Education

Rhonda Haniford, Associate Commissioner, School Quality, Colorado Department of Education

Guiding Questions:

Why was the state not able to unify ESSA accountability with its own accountability system? What is the state's view of situations like Denver's where there are three accountability systems?

- How did the identification of schools for CSI, ATS, or TSI schools compare to expectations and/or state plan projections?
- What school improvement interventions does CDE view as especially promising, and what are the initial learnings from these approaches?
 What adjustments has Colorado made from year 1 to year 2 of ESSA implementation? What does Colorado expect to see happening in districts and schools in year 2 of ESSA, and how is CDE supporting those efforts?
 How is the state supporting district efforts, like Denver's, to enhance school leadership overall, as well as a promising approach to turning around low-performing schools?

9:15 - 10:30 AM

Session IV: Denver Public Schools and ESSA: Accountability. School Improvement Leadership, and Funding

Room: Mt. Evans

Susana Cordova, Superintendent, Denver Public Schools

Amy Keltner, Chief Impact Officer, Denver Public Schools

Joe Amundsen, Director of School Improvement, Denver Public Schools

Jeremiah Johnson, Director of Grants Administration, Denver Public Schools

Jennifer Holladay, Associate Chief of Portfolio Management, Denver Public Schools

Guiding Questions:

How does the DPS School Performance Framework identify excellent and struggling schools and how is it the same, similar, or different to the state and federal accountability systems? Do these systems surface educational and/or resource inequities?

How does DPS, its schools and leaders, and the communities they serve understand and interpret the three accountability systems (federal, state, and district)?



- How did the identification of schools for CSI, ATS, or TSI schools compare to expectations and schools identified under the SPF?
- What are DPS's most promising school improvement strategies for CSI, ATS, and TSI schools and how do they align with interventions under the SPF?

How is the district using ESSA's funding and policies to support its goals and strategies, particularly around school improvement? Is the district braiding local, state, and federal funds? Addressing any resource inequities?

 How does DPS recruit, develop, support, and evaluate principals? How is the district leveraging partners in this work?

10:30 – 11:00 AM Transportation to School Visit #1 via chartered bus

Location: 1820 Lowell Blvd., Denver, CO 80204

11:00 - 1:30 PM School visit #1 with Lunch: Lake Middle School

Location: 1820 Lowell Blvd., Denver, CO 80204

Phone: 720-424-0260

Accountability rakings:

ESSA: CSI - lowest 5%

CDE: Turnaround (Red: lowest of 4 ratings)

DPS SPF: Accredited on probation (Red: 5th of 5 ratings)

11:00 - 11:30 AM School tour

11:30 – 12:30 PM Lunch and roundtable with Principal Amanda Stewart and leadership team

Guiding Questions:

 What does the day-to-day work of the school leadership team look like? Who else exercises leadership in the school and what do they do?
 How does the district support the principal and leadership team? What about partners (like DU)?

How does research and data factor into decision making?

- How does the leadership team navigate (and communicate) the federal, state, and local accountability systems?
- What caused the school to be identified and what is the leadership team's views on such identification?

How quickly do you expect the school to exit its current identification status? How does the school leadership team address inequities in the school? Did inequities contribute to the school's identification?

Does ESSA play a role in your efforts to improve the school?

How does the school leadership team engage families and the broader community? What effect does a school being identified for improvement have on families and the community?

12:30 to 1:30 PM Roundtable with teachers, parents, and students

3 rotations (1 with each group) every 20 mins each

Guiding Questions for Teachers:

What is your view of the role of the principal and school leadership team?



How do school leaders evaluate teachers? What impact does this have on classroom instruction?

- What would make you want to become a principal? What would make you reluctant to pursue such a role?
- Do you agree with the school identification status?
 What do you think is working well at the school? What could be improved?

Guiding Questions for Parents:

What do you think of your school? Do you think it is working well for all students?

- Do you know your school has been identified for improvement and why?
 What do you think the school should do to improve?
- What do you think is working well at the school? What isn't working?
- Do you plan to keep your student(s) at the school next year?

Guiding Questions for Students:

What do you think of your school? Do you think it is working well for all students? What do you think the school should do to improve? If you could change one thing about your school, what would it be?

Do you think your principal and other school leaders are doing a good job?

1:30 - 1:45 PM Break

1:45 – 2:15 PM Transportation to School Visit #2 via chartered bus

Location: 2285 S. Federal Blvd., Denver, CO 80219

2:15 – 4:30 PM School visit #2: Abraham Lincoln High School

Location: 2285 S. Federal Blvd., Denver, CO 80219

Phone: 720-423-5000

Accountability rakings:

ESSA: CSI - lowest 5%

CDE: Priority Improvement (Orange: 2nd lowest of 4 ratings)

DPS SPF: Accredited on watch (Yellow: 3rd of 5 ratings)

2:15 - 2:45 PM School tour

2:45 – 3:30 PM Roundtable with Principal Antonio Esquibel and leadership team

Guiding Questions:

 What does the day-to-day work of the school leadership team look like? Who else exercises leadership in the school and what do they do?

How does the district support the principal and leadership team? What about partners (like DU)?

How does research and data factor into decision making?

How does the leadership team navigate (and communicate) the federal, state, and local accountability systems?

What caused the school to be identified and what is the leadership team's views on such identification?



How quickly do you expect the school to exit its current identification status?

 How does the school leadership team address inequities in the school? Did inequities contribute to the school's identification?
 Does ESSA play a role in your efforts to improve the school?

3:30 - 4:30 PM

Roundtable with teachers, parents, and students

3 rotations (1 with each group) every 20 mins each

Guiding Questions for Teachers:

What is your view of the role of the principal and school leadership team?

 How do school leaders evaluate teachers? What impact does this have on classroom instruction?

What would make you want to become a principal? What would make you reluctant to pursue such a role?

Do you agree with the school identification status?
 What do you think is working well at the school? What could be improved?

Guiding Questions for Parents:

- What do you think of your school? Do you think it is working well for all students?
- Do you know your school has been identified for improvement and why?
- What do you think the school should do to improve?
 What do you think is working well at the school? What isn't working?
- Do you plan to keep your student(s) at the school next year?

Guiding Questions for Students:

- What do you think of your school? Do you think it is working well for all students?
 What do you think the school should do to improve?
- If you could change one thing about the school what would it be?
- Do you think your principal and other school leaders are doing a good job?

4:30 - 5:30 PM

Synthesis Discussion about Site Visits

Staffers will convene to debrief about their learning from the school site visit.

Location: Abraham Lincoln High conference room

5:30 - 6:00 PM

Transportation to Lost City Restaurant via chartered bus

Location: 1373 N Grant St Denver CO, 80203

6:00 - 7:30 PM

Networking Reception and Dinner with Discussion of Earlier Sessions

Lost City Restaurant

7:30 - 8:00 PM

Transportation back to Grand Hyatt Denver via chartered bus

Wednesday, February 19, 2020

7:00 - 7:30 AM

Breakfast at Grand Hyatt Denver



Room: Grays Peak A

7:30 - 9:00 AM

Session IV: Policymaker Perspectives on Accountability. School Improvement Leadership, and Funding

Room: Mt. Evans

Governor Jared Polis, Colorado

Allie Kimmel, Senior Policy Advisor, Office of Governor Jared Polis
Senator Paul Lundeen (R-Monument), Colorado State Senate
Senator Jeff Bridges (D-Englewood), Colorado State Senate
Representative Janet Buckner (D-Aurora), Colorado State House of Representatives
Representative Julie McCluskie (D-Aspen), Colorado State House of Representatives
Representative Barbara McLachlan (D-Durango), Colorado State House of
Representatives

Guiding Questions:

- What are the biggest educational challenges facing Colorado districts, schools, principals, teachers, students & families?
- What is your view of ESSA and how it relates to state and district accountability and funding? What is the state's view of situations like Denver's where there are three accountability systems?
- How should the state and districts support more effective schools and school leadership, as well as expand the reach of effective school leaders? How is the state supporting district efforts, like Denver's, to enhance school leadership overall, as well as a promising approach to turning around low-performing schools?
- How can federal policy support more effective school improvement leadership in Colorado districts?
 How are SEA and LEA leaders balancing accountability, school leadership, and federal policy/funding funds to implement ESSA and achieve state and district goals?
- Could you describe the proposed school finance changes, including why they are being proposed, why now, and what the impacts could be if enacted?

9:30 – 10:00 AM Transition
7.00 10.00 Am 110115111511

9:30 – 10:00 AM Transportation to school visit #3 via chartered bus

Location: 2030 W. Alameda Ave., Denver, CO 80223

10:00 – 12:15 PM School visit #3: Valverde Elementary School

Location: 2030 W. Alameda Ave., Denver, CO 80223

Phone: 720-424-3250



Accountability rakings:

ESSA: CSI - lowest 5% (on hold)

CDE: Performance Distinction (Green: highest of 4 ratings)

DPS SPF: Meets Expectations (Green: 2nd of 5 ratings)

10:00 - 10:30 AM

School tour

10:30 - 11:15 AM

Roundtable with Principal Drew Schutz and leadership team

Guiding Questions:

What does the day-to-day work of the school leadership team look like? Who else exercises leadership in the school and what do they do?

- How does the district support the principal and leadership team? What about partners (like DU)?
- How does research and data factor into decision making?
 How does the leadership team navigate (and communicate) the federal, state, and local accountability systems?
- What caused the school to be identified and what is the leadership team's views on such identification?
- How has the school been able to sustain its improvement?
- How does the school leadership team address inequities in the school? Did inequities contribute to the school's identification?
- Does ESSA play a role in your efforts to continuously improve the school?

11:15 - 12:15 PM

Roundtable with teachers, parents, and students

3 rotations (1 with each group) every 20 mins each

Guiding Questions for Teachers:

- What is your view of the role of the principal and school leadership team?
- How do school leaders evaluate teachers? What impact does this have on classroom instruction?

What would make you want to become a principal? What would make you reluctant to pursue such a role?

Do you agree with the school identification status?

What do you think is working well at the school? What could be improved?

Guiding Questions for Parents:

What do you think of your school? Do you think it is working well for all students? Do you know your school had been identified for improvement – and why?

- What do you think the school should do to improve?
- What do you think is working well at the school? What isn't working?
- Do you plan to keep your student(s) at the school next year?

Guiding Questions for Students:

What do you think of your school? Do you think it is working well for all students? What do you think the school should do to improve?

If you could change one thing about the school what would it be?

Do you think your principal and other school leaders are doing a good job?



12:15 – 1:30 PM Lunch and Synthesis Discussion with Congressional Staff

Location: School Library

Staffers will convene to debrief about their learning from the school site visit.

Staff will also complete retreat evaluation.

Guiding Questions:

What strategies, tactics, and/or processes at the different schools seem promising – or problematic?

What characteristics of effective school leadership stood out?
 What were your impressions of the student and family experiences in schools trying to improve?

How are SEA and LEA leaders balancing accountability, school leadership, and federal policy/funding funds to implement ESSA and achieve state and district goals?

As SEA and LEA leaders implement their accountability systems, identify schools, and support/improve those schools, what other issues do they need to address (e.g., building internal capacity, identifying resource needs, examining human capital strategy, re-examining spending priorities, etc.)?

What supports do SEA and LEA leaders need to navigate these challenges or take advantage of these opportunities?

1:45 – 2:45 PM Transportation to Airport via chartered bus

4:00 PM Departures to DCA

All participants will travel from *Denver International* at 4:39 P.M. M.T. with Frontier Airlines on F9 540 and will arrive at *Washington Reagan International* at approximately 9:57 P.M. E.T.



Aspen Senior Congressional Education Staff Network

Implementing ESSA: The Importance of School Leadership for School Improvement

Grand Hyatt Denver 1750 Welton St, Denver, CO Denver, CO, 80202 P: (303) 295-1234

February 17-19, 2020

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*Unable to attend

EMPLOYEE PRE-TRAVEL AUTHORIZATION

<u>Pre-Travel Filing Instructions</u>: Complete and submit this form at least 30 days prior to the travel departure date to the <u>Select Committee on Ethics</u> in <u>SH-220</u>. Incomplete and late travel submissions will <u>not</u> be considered or approved. This form <u>must</u> be typed and is available as a fillable PDF on the Committee's website at ethics.senate.gov. Retain a copy of your entire pre-travel submission for your required post-travel disclosure.

(Revised 10/19/15)

Date/Time Sta	ımp:
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Form RE-1

Name of Traveler:	Mary Catherine Cook
Employing Office/Committee:	Senate HELP Committee
Private Sponsor(s) (list all): The Aspen Institute, I	nc. (Education & Society Program, "E&S")
Travel date(s): February 17-19, 2020 Note: If you plan to extend the trip for any real	son you <u>must</u> notify the Committee.
Destination(s): Denver, Colorado	
Explain how this trip is specifically connected to the tr	raveler's official or representational duties:
I am the Education Research Assistant for the Senate HE staffers on the implementation of the Every Student Succeresearch.	ELP Committee, and this trip will involve discussions with senior education eeds Act, which is an issue area in which I support committee staff with
Name of accompanying family member (if any): Relationship to Employee:	
I certify that the information contained in this form is t	true, complete and correct to the best of my knowledge:
1 15 20 (Date)	Signature of Employee)
TO BE COMPLETED BY SUPERVISING SENATOR/OF Secretary for the Majority, Secretary for the Minority, and Complete Secretary for the Minority for the Mi	FICER (President of the Senate, Secretary of the Senate, Sergeant at Arms, Chaplain):
I,Senator Lamar Alexander	Mary Catherine Cook
(Print Senator's/Officer's Name)	(Print Traveler's Name)
related expenses for travel to the event described above	yment or reimbursement for necessary transportation, lodging, and e. I have determined that this travel is in connection with his or her ll not create the appearance that he or she is using public office for
I have also determined that the attendance of the employof the Senate. (signify "yes" by checking box)	oyee's spouse or child is appropriate to assist in the representation
1520 (Date)	(Signature of Supervising Senator/Officer)

PRIVATE SPONSOR TRAVEL CERTIFICATION FORM

This form must be completed by any private entity offering to provide travel or reimbursement for travel to Senate Members, officers, or employees (Senate Rule 35, clause 2). Each sponsor of a fact-finding trip must sign the completed form. The trip sponsor(s) must provide a copy of the completed form to each invited Senate traveler, who will then forward it to the Ethics Committee with any other required materials. The trip sponsor(s) should NOT submit the form directly to the Ethics Committee. Please consult the accompanying instructions for more detailed definitions and other key information.

The Senate Member, officer, or employee MUST also provide a copy of this form, along with the appropriate travel authorization and reimbursement form, to the Office of Public Records (OPR), Room 232 of the Hart Building, within thirty (30) days after the travel is completed.

1.	Sponsor(s) of the trip (please list all sponsors): The Aspen Institute, Inc. (Education & Society Program) ("E&S")
2.	Description of the trip: Aspen Institute E&S sponsored convening for senior education staffers on the Implementation of the Every Student Succeeds Act ("ESSA") and next steps.
3.	Dates of travel: February 17 - 19, 2020
4.	Place of travel: Denver, CO
5.	Name and title of Senate invitees: Please see attached list of invitees.
7.	 I certify that the trip fits one of the following categories: (A) The sponsor(s) are not registered lobbyists or agents of a foreign principal and no lobbyist or agents of a foreign principal will accompany the Member, officer, or employee at any point throughout the trip. (B) The sponsor or sponsors are not registered lobbyists or agents of a foreign principal, but retain or employ one or more registered lobbyists or agents of a foreign principal and the trip meets the requirements of Senate Rule 35.2(a)(2)(A)(i) or (ii) (see question 9). I certify that the trip will not be financed in any part by a registered lobbyist or agent of a foreign principal. I certify that the sponsor or sponsors will not accept funds or in-kind contributions earmarked directly or indirectly for the purpose of financing this specific trip from a registered lobbyist or agent of a foreign principal or from a private entity that retains or employs one or more registered lobbyists or agents of a foreign principal.
8.	I certify that: The trip will not in any part be planned, organized, requested, or arranged by a registered lobbyist or agent of a foreign principal except for de minimis lobbyist involvement. AND
	The traveler will not be accompanied on the trip by a registered lobbyist or agent of a foreign principal except as provided for by Committee regulations relating to lobbyist accompaniment (see question 9).

9.	USE ONLY IF YOU CHECKED QUESTION 6(B)
	I certify that if the sponsor or sponsors retain or employ one or more registered lobbyists or agents of a foreign principal, one of the following scenarios applies:
	(A) The trip is for attendance or participation in a one-day event (exclusive of travel time and one overnight stay) and no registered lobbyists or agents of a foreign principal will accompany the Member, officer, or employee on any segment of the trip.
	(B) The trip is for attendance or participation in a one-day event (exclusive of travel time and two overnight stays) and no registered lobbyists or agents of a foreign principal will accompany the Member, officer, or employee on any segment of the trip (see questions 6 and 10).
	(C) The trip is being sponsored only by an organization or organizations designated under § 501(c)(3) of the Internal Revenue Code of 1986 and no registered lobbyists or agents of a foreign principal will accompany the Member, officer, or employee at any point throughout the trip.
10.	USE ONLY IF YOU CHECKED QUESTION 9(B) If the trip includes two overnight stays, please explain why the second night is practically required for Senate invitees to participate in the travel:
	······································
11.	An itinerary for the trip is attached to this form. I certify that the attached itinerary is a detailed (hourby-hour), complete, and final itinerary for the trip.
12.	Briefly describe the role of each sponsor in organizing and conducting the trip:
	The Aspen Institute is the sole sponsor of this retreat and is solely responsible for the development
	and the execution of convening (see continued response).
13.	Briefly describe the stated mission of each sponsor and how the purpose of the trip relates to that mission:
	The Aspen Institute is an educational and policy studies non-profit organization whose mission is to foster
	leadership based on enduring values and provide non-partisan forum for the exchange of ideas
	(see continued response).
14.	Briefly describe each sponsor's prior history of sponsoring congressional trips:
	The Aspen Institute has a nearly forty year history of conducting non-partisan educational forums,
	which often include Members of Congress and staff. The Aspen Institute Education and Society
	program has been conducting for Congressional education staff for twelve years.
	

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The Aspen Institute	holds numerous educati	onal activities, including	g educational brie	fings, roundtables,
forums, and confere	nces for a diverse range	of attendees including	federal and state	policymakers,
business, organization	onal leaders, members	of the press, and gener	al public. (see co	ntinued response)
Total Expenses for Each Participant:				
	Transportation Expenses	Lodging Expenses	Meal Expenses	Other Expenses
☑ Good Faith estimate	\$500 (round trip airfare and ground transportation expenses)	\$324 (two nights)	\$190	\$400 (Conference roo fees)
Actual Amounts				
State whether a) the	trip involves an event th	at is arranged or organi	ized without regar	rd to congressional
participation or b) the congressional partici	trip involves an event the trip involves an event pation: specifically with regard	that is arranged or orga	nized specifically	_
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21.	Describe how the daily expenses for lodging, meals, and other expenses provided to trip participants compares to the maximum per diem rates for official Federal Government travel:				
	Lodging is \$162 per day, which reflects the per diem rate				
	Meals are \$76 per day, which reflects the per diem rate				
22.	Describe the type and class of transportation being provided. Indicate whether coach, business-class or first class transportation will be provided. If first-class fare is being provided, please explain why first-class travel is necessary:				
	A round-trip coach airfare flight will be provided and bus/taxi ground transportation in Denver.				
23. 24.	I represent that the travel expenses that will be paid for or reimbursed to Senate invitees do not include expenditures for recreational activities, alcohol, or entertainment (other than entertainment provided to all attendees as an integral part of the event, as permissible under Senate Rule 35). List any entertainment that will be provided to, paid for, or reimbursed to Senate invitees and explain why the entertainment is an integral part of the event:				
	None				
25.	I hereby certify that the information contained herein is true, complete and correct. (For trips involving more than one sponsor, you must include a completed signature page for each additional sponsor): Signature of Travel Sponsor:				
	Name and Title: Elliot Gerson, Executive Vice President, Public & Policy Programs				
	Name of Organization: The Aspen Institute				
	Address: 2300 Street NW, Suite 700, Washington, DC 20037				
	Telephone Number: 202-736-5859 (Lisa Jones, Deputy General Counsel)				
	Fax Number: 202-467-0790				
	E-mail Address: lisa.jones@aspeninst.org				

Aspen Senior Congressional Education Staff Network Retreat

Implementing ESSA: The Importance of School Leadership for School Improvement

Grand Hyatt Denver 1750 Welton St, Denver, CO Denver, CO, 80202 P: (303) 295-1234

February 17-19, 2020

AGENDA

Retreat Goals:

- Understand how Colorado, Denver Public Schools, and other districts are implementing the Every Student Succeeds Act (ESSA), with a focus on school improvement;
- Examine how federal, state, and local policies and contexts influence the work of principals and other school leaders, particularly in the context of school improvement;
- Interact with principals, teachers, students, and families at schools identified for improvement to learn how they are going about the work of improving their schools and the impact(s) school identification has on students, families, and communities.
- Engage in active learning and build working relationships with education leaders from the field, as well as with colleagues from different parties and chambers.

Monday, February 17, 2020

9:00 – 9:30 AM	Participants arrive at Denver International Airport
	All participants will travel from Washington Reagan to Denver International arriving approximately 9:00 am MT
10:00 - 11:00 AM	Transportation to Grand Hyatt Denver (downtown Denver)
	Transportation to Grand Hyatt Denver, 1750 Welton St, Denver, CO 80202
	via chartered bus/taxi. Participants check-in to hotel.
	All meetings on Monday, February 17, will take place at Grand Hyatt Denver.
11:30 – 1:00 PM	Lunch: Welcome, Overview, and Discussion of Civil Rights & Community Contexts for School Improvement in Denver & Colorado

Lunch will be served starting at 11:30, with welcome, overview, and discussion of civil rights & community context of education in Denver & Colorado starting at noon.

Elsa Olivia Rocha, Executive Director Padres Y Jóvenes Unidos Reilly Pharo-Carter, Climb Higher Colorado Van Schoales, President, A+ Colorado Mark Sass, Colorado State Director, Teach Plus Leslie Colwell, Vice President, Colorado Children's Campaign Luke Ragland, President, Ready Colorado

Guiding Questions:

- What is the historical education context in Colorado, particularly in Denver? How has this affected the district's schools?
- What do you think of DPS's SPF and how it compares to state and federal accountability?
- How do community leaders view schools identified for improvement and the role of the principal? What role does school leadership play in the broader community?
- How should the state and Denver Public Schools support more effective schools and school leadership, as well as expand the reach of effective school leaders?
- What are the greatest challenges to supporting school-level leaders in Denver, including principals, other administrators, and teacher leaders?

1:15 – 2:30 PM Session I: School Improvement Leadership Nationally, in Colorado, and at DPS: Pipeline, Preparation, Professional Development, and Evaluation

Susan Korach, Associate Professor, Morgridge College of Education | Educational Leadership and Policy Studies, University of Denver Matt Clifford, Principal Researcher, American Institutes for Research Rebecca Holmes, President and CEO, Colorado Education Initiative Landon Mascareñaz, Vice President of Community Partnerships, Colorado Education Initiative

Guiding Questions

What does the research say about the role of school leaders in effective schools, student achievement, and turning around low-performing schools? What other promising or innovative school leadership strategies are being implemented in other states and districts?

- How does University of Denver support DPS' efforts around school leadership? How has that changed over time?
- How does state and/or federal funding or policies support DPS' efforts around school leadership?

How can DPS scale the work of effective principals across schools in improvement? Across all district schools?

2:30 - 2:45 PM

Break



2:45 - 4:00 PM

Session II: State Implementation of ESSA: Accountability and School Leaders

Alyssa Pearson, Deputy Commissioner, Colorado Department of Education **Melissa Colsman**, Associate Commissioner of Student Learning, Colorado Department of Education

Kate Bartlett, Turnaround Manager, School and District Transformation Unit, Colorado Department of Education

Guiding Questions:

Why was the state not able to unify ESSA accountability with its own accountability system? What is the state's view of situations like Denver's where there are three accountability systems?

- How did the identification of schools for CSI, ATS, or TSI schools compare to expectations and/or state plan projections?
- What school improvement interventions does CDE view as especially promising, and what are the initial learnings from these approaches?
- What adjustments has Colorado made from year 1 to year 2 of ESSA implementation? What does Colorado expect to see happening in districts and schools in year 2 of ESSA, and how is CDE supporting those efforts?
- How is the state supporting district efforts, like Denver's, to enhance school leadership overall, as well as a promising approach to turning around low-performing schools?

4:00 - 4:30 PM

Taking stock: Staff reflections and feedback to guide remaining discussions

5:30 - 7:30 PM

Networking Reception and Dinner with faculty, local education leaders

Location: Grand Hyatt Denver Restaurant

Tuesday, February 18, 2020

7:00 - 8:30 AM

Breakfast at Grand Hyatt Denver with Policymakers

Discussion with policymakers to begin at 7:30.

Governor Jared Polis, Colorado (invited)

Allie Kimmel, Senior Policy Advisor, Office of Governor Jared Polis

Angelika Schroeder, Chair, Colorado State Board of Education

Senator Paul Lundeen, Colorado State Senate (invited)

Guiding Questions:

- Why was the state not able to unify ESSA accountability with its own accountability system? What is the state's view of situations like Denver's where there are three accountability systems?
- How should the state and districts support more effective schools and school leadership, as well as expand the reach of effective school leaders?
- How is the state supporting district efforts, like Denver's, to enhance school leadership overall, as well as a promising approach to turning around low-performing schools?



- How can federal policy support more effective school improvement leadership in Colorado districts?
- How are SEA and LEA leaders balancing accountability, school leadership, and federal policy/funding funds to implement ESSA and achieve state and district goals?

8:30 - 9:00 AM

Transportation to Denver Public Schools Headquarters via chartered bus/taxi

9:00 - 10:30 AM

Session III: Denver Public Schools and ESSA: Accountability, School Improvement Leadership, and Funding

Susana Cordova, Superintendent, Denver Public Schools

Amy Keltner, Chief Impact Officer, Denver Public Schools

Erik Johnson, Executive Director of Finance, Denver Public Schools

TBD, DPS

Guiding Questions:

How does the DPS School Performance Framework identify excellent and struggling schools and how is it the same, similar, or different to the state and federal accountability systems? Do these systems surface educational and/or resource inequities?

- How does DPS, its schools and leaders, and the communities they serve understand and interpret the three accountability systems (federal, state, and district)?
- How did the identification of schools for CSI, ATS, or TSI schools compare to expectations and schools identified under the SPF?
- How does DPS balance school-based autonomy and centrally-driven decision making?

What are DPS's most promising school improvement strategies for CSI, ATS, and TSI schools and how do they align with interventions under the SPF? How is the district using ESSA's funding and policies to support its goals and strategies, particularly around school improvement? Is the district braiding local, state, and federal funds? Addressing any resource inequities?

 How does DPS recruit, develop, support, and evaluate principals? How is the district leveraging partners in this work?
 How can federal policy support more effective school improvement leadership in DPS?

10:30 - 11:00 PM

Transportation to School Visit #1 via chartered bus/taxi

Location: 1820 Lowell Blvd., Denver, CO 80204

11:00 - 1:30 PM

School visit #1 with Lunch: Lake Middle School

Location: 1820 Lowell Blvd., Denver, CO 80204

Accountability rakings:

ESSA: CSI - lowest 5%

CDE: Turnaround (Red: lowest of 4 ratings)



DPS SPF: Accredited on probation (Red: 5th of 5 ratings)

School tour: 30 mins

Lunch and roundtable with Principal and leadership team: 60 mins

Guiding Questions:

- What does the day-to-day work of the school leadership team look like? Who else exercises leadership in the school and what do they do?
- How does the district support the principal and leadership team? What about partners (like DU)?
- How does research and data factor into decision making?
 How does the leadership team navigate (and communicate) the federal, state, and local accountability systems?
- What caused the school to be identified and what is the leadership team's views on such identification?
 - How quickly do you expect the school to exit its current identification status?
- How does the school leadership team address inequities in the school? Did inequities contribute to the school's identification?
- Does ESSA play a role in your efforts to improve the school?
- How does the school leadership team engage families and the broader community?
 What effect does a school being identified for improvement have on families and the community?

Roundtable with teachers, parents, and students: 60 mins 3 rotations (1 with each group) every 20 mins each

Guiding Questions for Teachers:

- What is your view of the role of the principal and school leadership team?
- How do school leaders evaluate teachers? What impact does this have on classroom instruction?
- What would make you want to become a principal? What would make you reluctant to pursue such a role?
- Do you agree with the school identification status?
- What do you think is working well at the school? What could be improved?

Guiding Questions for Parents:

- What do you think of your school? Do you think it is working well for all students?
- Do you know your school has been identified for improvement and why?
- What do you think the school should do to improve?
 What do you think is working well at the school? What isn't working?
- Do you plan to keep your student(s) at the school next year?

Guiding Questions for Students:

- What do you think of your school? Do you think it is working well for all students?
 What do you think the school should do to improve?
- If you could change one thing about the school what would it be?
- Do you think your principal and other school leaders are doing a good job?



1:45 – 2:15 PM Transportation to School Visit #2 via chartered bus/taxi

Location: 2285 S. Federal Blvd., Denver, CO 80219

2:15 – 4:30 PM School visit #2: Abraham Lincoln High School

Location: 2285 S. Federal Blvd., Denver, CO 80219

Accountability rakings:

• ESSA: CSI - lowest 5%

CDE: Priority Improvement (Orange: 2nd lowest of 4 ratings)

DPS SPF: Accredited on watch (Yellow: 3rd of 5 ratings)

School tour: 30 mins

Roundtable with Principal Antonio Esquibel and leadership team: 45 mins

Guiding Questions:

What does the day-to-day work of the school leadership team look like? Who else exercises leadership in the school and what do they do?

- How does the district support the principal and leadership team? What about partners (like DU)?
- How does research and data factor into decision making?
 How does the leadership team navigate (and communicate) the federal, state, and local accountability systems?
- What caused the school to be identified and what is the leadership team's views on such identification?
- How quickly do you expect the school to exit its current identification status?
- How does the school leadership team address inequities in the school? Did inequities contribute to the school's identification?
- Does ESSA play a role in your efforts to improve the school?

Roundtable with teachers, parents, and students: 60 mins

3 rotations (1 with each group) every 20 mins each

Guiding Questions for Teachers:

- What is your view of the role of the principal and school leadership team?
 How do school leaders evaluate teachers? What impact does this have on classroom instruction?
 - What would make you want to become a principal? What would make you reluctant to pursue such a role?
- Do you agree with the school identification status?
- What do you think is working well at the school? What could be improved?

Guiding Questions for Parents:

- What do you think of your school? Do you think it is working well for all students?
- Do you know your school has been identified for improvement and why?
- What do you think the school should do to improve?
 What do you think is working well at the school? What isn't working?
- Do you plan to keep your student(s) at the school next year?



Guiding Questions for Students:

- What do you think of your school? Do you think it is working well for all students?
- What do you think the school should do to improve?
 If you could change one thing about the school what would it be?
- Do you think your principal and other school leaders are doing a good job?

4:30 - 5:30 PM Synthesis Discussion about Site Visits

Location: School site #2 conference room

5:30 - 6:00 PM Transportation back to TBD Restaurant via chartered bus/taxi

Location:

6:00 – 7:30 PM Networking Reception and Dinner with Discussion of Earlier Sessions

TBD Restaurant

7:30 – 8:00 PM Transportation back to Grand Hyatt Denver via chartered bus/taxi

Wednesday, February 19, 2019

7:30 – 8:30 AM Breakfast at Grand Hyatt Denver

8:30 – 10:00 AM Session IV: Accountability, School Improvement, and School Leadership in Rural and Suburban Districts

Room at Grand Hyatt Denver

Rebecca Holmes, President and CEO, Colorado Education Initiative Landon Mascareñaz, Vice President of Community Partnerships, Colorado Education Initiative

George Welsh, Superintendent, Cañon City Schools, Colorado Lamont Brown, Superintendent, Adams County School District 14, Colorado

Guiding Questions:

- How do rural and suburban districts, its schools and leaders, and the communities they serve understand and interpret the three accountability systems (federal, state, and district)?
- How did the identification of schools under ESSA for CSI, ATS, or TSI schools compare to expectations?
- What are the most promising school improvement strategies for CSI, ATS, and TSI schools and how important is school leadership in school improvement? How is this different in rural, suburban, and urban contexts?



- Is ESSA's funding and policies supporting district goals and strategies, particularly around school improvement? Is the district braiding local, state, and federal funds? Addressing any resource inequities?
- How does the district recruit, develop, support, and evaluate principals? Do districts leverage any university or community partners? How do rural districts recruit – and/or develop – highly effective school leaders?
- How does state and/or federal funding or policies support district efforts around school leadership?

10:00 – 10:30 AM Transportation to school visit #3 via chartered bus/taxi

Location: 2030 W. Alameda Ave., Denver, CO 80223

10:30 - 12:30 AM School visit #3: Valverde Elementary School

Location: 2030 W. Alameda Ave., Denver, CO 80223

Accountability rakings:

ESSA: CSI - lowest 5% (but on hold for some reason)

CDE: Performance Distinction (Green: highest of 4 ratings)
 DPS SPF: Meets Expectations (Green: 2nd of 5 ratings)

School tour: 30 mins

Roundtable with Principal Drew Schutz and leadership team: 45 mins

Guiding Questions:

What does the day-to-day work of the school leadership team look like? Who else exercises leadership in the school and what do they do?

- How does the district support the principal and leadership team? What about partners (like DU)?
- How does research and data factor into decision making?
- How does the leadership team navigate (and communicate) the federal, state, and local accountability systems?
- What caused the school to be identified and what is the leadership team's views on such identification?
- How has the school been able to sustain its improvement?
- How does the school leadership team address inequities in the school? Did inequities contribute to the school's identification?
- Does ESSA play a role in your efforts to continuously improve the school?

Roundtable with teachers, parents, and students: 60 mins

3 rotations (1 with each group) every 20 mins each

Guiding Questions for Teachers:

- What is your view of the role of the principal and school leadership team?
- How do school leaders evaluate teachers? What impact does this have on classroom instruction?



- What would make you want to become a principal? What would make you reluctant to pursue such a role?
- Do you agree with the school identification status?
- What do you think is working well at the school? What could be improved?

Guiding Questions for Parents:

- What do you think of your school? Do you think it is working well for all students?
- Do you know your school has been identified for improvement and why?
- What do you think the school should do to improve?
- What do you think is working well at the school? What isn't working?
- Do you plan to keep your student(s) at the school next year?

Guiding Questions for Students:

- What do you think of your school? Do you think it is working well for all students?
- What do you think the school should do to improve?
- If you could change one thing about the school what would it be?
- Do you think your principal and other school leaders are doing a good job?

Lunch and Synthesis Discussion with Congressional Staff 12:00 - 1:30 PM

Location: School site #3 conference room

Staff will also complete retreat evaluation.

Guiding Questions:

- What strategies, tactics, and/or processes at the different schools seem promising - or problematic?
- What characteristics of effective school leadership stood out?
- What were your impressions of the student and family experiences in schools trying to improve?
- How are SEA and LEA leaders balancing accountability, school leadership, and federal policy/funding funds to implement ESSA and achieve state and district goals?
- As SEA and LEA leaders implement their accountability systems, identify schools, and support/improve those schools, what other issues do they need to address (e.g., building internal capacity, identifying resource needs, examining human capital strategy, re-examining spending priorities, etc.)?
- What supports do SEA and LEA leaders need to navigate these challenges or take advantage of these opportunities?

1:45 - 2:30 PM Transportation to Airport via taxi

4:00 PM Departures to DCA

Appendix to Private Sponsor Travel Certification Form

Aspen Institute Senior Congressional Education Staff Network Retreat, February 17-19, 2020.

Question 12. Briefly describe the role of each sponsor in organizing and conducting the trip (response continued) -- The Bill & Melinda Gates Foundation is not a sponsor of this trip and did not play a role in organizing, planning or conducting the trip. The Foundation provided grant funding to support the Aspen Institute Education & Society Program, including the Aspen Senior Congressional Education Staff Network; however, the Foundation did not earmark any funding for this trip.

Questions 13. Briefly describe the stated mission of each sponsor and how the purpose of the trip relates to the mission (response continued) – The Aspen Institute Education and Society Program seeks to provide a neutral forum to aid education policymakers in their efforts to improve K-12 public education. The purpose of the trip is to conduct a non-partisan educational retreat that encourages off the-record, candid exchanges of ideas to support staffers' learning.

Question 15. Briefly describe the educational activities performed by each sponsor (other than sponsoring congressional trips) (response continued) – The Aspen Institute organizes numerous educational activities, including educational briefings, roundtables, forums and conferences for a diverse range of attendees including federal and state policymakers, business and organizational leaders, members of the press and the general public. The Aspen Institute Education and Society Program works with federal, state and local education leaders to improve K-12 student achievement, particularly for underserved students.



EDUCATION & SOCIETY PROGRAM

January 8th, 2020

Dear Senate Colleague,

We are writing to invite you to participate in an upcoming retreat – "Implementing ESSA: The Importance of School Leadership for School Improvement" – for the Aspen Senior Congressional Education Staff Network from 9:00 AM Monday, February 17th, 2020 to 5:00 PM Wednesday, February 19th, 2020 in Denver Colorado.

At this multi-day site visit, staffers will hear from state, district and school leaders on producing successful student outcomes. Staffers will understand how leaders are utilizing Every Student Succeeds Act provision, which includes an expansion of Title II funds, to focus on school leadership and school improvement. Participants will also have a chance to explore other actions being taken by Denver Schools to address comprehensive support and improvement (CSI), additional targeted support (ATS), or targeted support and improvement (TSI). In addition to learning from leadership, staffers will also be provided the opportunity to meet and collaborate with families and students from schools that have been targeted for CSI and TSI. Finally, the trip will provide a space for staffers to engage in their learning and continue fostering relationships with colleagues from different parties, chambers, and leading experts in the field.

We are committed to working with you and the Senate Ethics Committee to ensure compliance with the Senate rules regarding privately-funded sponsored travel. Enclosed you will find all the forms necessary for filing the trip with the Ethics Committee:

- · A detailed agenda listing discussion sessions
- A completed Private Sponsor Travel Certification Form and appendix
- A list of invited Senate staffers
- A blank Employee Pre-Travel Authorization form

You must complete the Traveler Form and submit it with the enclosed agenda, list of invited staffers, and Private Sponsor Travel Form directly to the Senate Ethics Committee (220 Hart) no later than Friday, January 17, 2020. After receiving the completed travel package, the Ethics Committee will review and issue an approval to you or your sponsoring Member. After the trip, you will need to complete a post-travel form that we will email to you after the site visit.

Attendance is by invitation only, with no outside observers or lobbyists. Funding is provided solely by grants from established foundations — no government, individual, foreign, corporate, or special interest money is accepted. The Network is supported by The Bill & Melinda Gates Foundation. The Aspen Education & Society Program maintains autonomy over invitations, materials, and the agenda for the retreat.

The retreat will begin at 9:00 AM Monday, February 17th, 2020 and will conclude at 5:00 PM Wednesday, February 19th, 2020. Please plan your travel accordingly in order to be present for the duration of the retreat. Dress is business casual for all meetings.

The retreat promises to be productive and informative. We look forward to seeing you there.

Warm regards,

Aspen Education

Aspen Senior Congressional Education Staff Network

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